

John Shelton Community Primary School

Inspection report

Unique Reference Number	103698
Local Authority	Coventry
Inspection number	363680
Inspection dates	5–6 July 2011
Reporting inspector	Jane Melbourne HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Natasha Leese
Headteacher	Claire Jones
Date of previous school inspection	16 March 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 22 lessons, or parts of lessons, taught by nine teachers. Inspectors observed an assembly; undertook two learning walks and held meetings with groups of pupils, members of the governing body, staff and a representative from the local authority. Inspectors scrutinised documentation related to the quality of teaching, the curriculum, the school's evaluation of its own performance, the plan for school development, data for pupils' achievement and progress, health and safety and the safeguarding of pupils, including those whose circumstances may make them the most vulnerable. The responses of 34 questionnaires returned by parents and carers were analysed, as were the findings from questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the quality of teaching and learning currently and is there greater staffing stability?
- Are pupils, including those in the Early Years Foundation Stage or from minority ethnic groups, making at least satisfactory gains in their learning and achieving as well as they should be?
- Do pupils receive clear guidance about how to improve their work and are they familiar with their targets?
- What is the quality of the curriculum and do staff make the most of all opportunities to reinforce core knowledge and skills?
- Is the school ready to have its notice to improve removed and sustain its capacity for improvement at all levels?

Information about the school

John Shelton is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is high. The school is culturally diverse and almost half of its pupils are from minority ethnic groups other than White British, with a quarter speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. There are a small number of looked after children. The Early Years Foundation Stage consists of a part-time Nursery and a Reception class. The school operates six 'Forest School' sessions in the adjacent woodland each week; the youngest children in the school currently undertake a session each week. The school also provides a breakfast club.

For the past few years, there has been a high turnover of staff, including this academic year, with two class teachers beginning their substantive appointments this term. The leadership structure has also changed at the beginning of the summer term 2011 from a headteacher and deputy headteacher to a wider leadership team.

When the school was last inspected in March 2010 it was judged to require a notice to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector of schools is of the opinion that this school no longer requires significant improvement. John Shelton Community Primary School provides a satisfactory standard of education. This is because staffing has stabilised, there is a new senior leadership team in place, the school's self-evaluation and assessment data are accurate and show that pupils' achievement and progress are rising, and outcomes for pupils have improved. The headteacher has shown outstanding leadership through this challenging period and has provided drive and ambition from the helm which has already motivated others. Other aspects of leadership and management are relatively new, and leaders and managers, including the governing body, are still developing their roles. Consequently, the school demonstrates a satisfactory capacity to improve further.

Rigorous analysis of accurate data and the careful monitoring of pupils' progress, mainly by the headteacher, mean that those individuals or groups who are not making sufficient progress are identified. Support for pupils with special educational needs and/or disabilities ensures that their progress is at least in line with other pupils. However, there are inconsistencies in how effectively staff deliver interventions and how well their impact is monitored. Targets for these pupils are sometimes not precise enough. Behaviour across the school is consistently good and pupils are settled in classes. They want to come to school and the school's innovative and rigorous commitment to raising attendance has been effective in significantly reducing persistent absence.

Children usually join the school with skills and abilities that are below what is typical for their age. They make at least satisfactory progress to reach broadly average standards in English and mathematics by the end of Year 6. Progress is improving, especially for Year 6 pupils, who exceeded their targets in reading, writing and mathematics. Although this is an improving picture, the quality is not yet consistent in every year group.

The quality of teaching and learning, while satisfactory overall, has improved, with the percentage of good or outstanding lessons rising. The use of assessment information to inform planning, and support from local authority consultants to help literacy and numeracy lessons has contributed to this improvement. Pupils respond well to staff's high expectations, which have increased the amount of written work produced, the accuracy of their spellings and their presentation. The curriculum is satisfactory, but as a whole it is not sufficiently exciting, nor does it build sufficiently on pupils' interests. Nonetheless, the 'Forest Schools' philosophy has been a highly successful part of the provision for younger pupils. A calm, purposeful learning environment pervades the school. Pupils have positive attitudes to learning, which has significantly improved their enjoyment and success. Care, guidance and support are good overall. Children say they feel well cared for and that they are safe.

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The headteacher has been instrumental in driving overall improvement in the school. The new senior leaders are working well together as a team and, in most aspects, are becoming more confident in their roles and responsibilities. The governing body carries out its statutory function satisfactorily but lacks experience in challenging the school and holding leaders to account through its monitoring role. The school has worked hard to build its relationship with parents and carers, who are overwhelmingly satisfied with the levels of communication they receive.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - developing the capacity of senior and middle leaders through rigorously carrying out their roles and responsibilities
 - ensuring the governing body becomes more systematically involved in monitoring school improvement and holding leaders to account.
- Provide more effectively for those pupils who need additional support by:
 - sharpening the focus of their individual targets
 - equipping staff to deliver intervention programmes consistently well and monitoring their impact.
- Develop the wider curriculum to enthuse and inspire pupils by:
 - matching the learning more closely to pupils' needs and interests
 - sharing the good practice that already exists
 - providing more opportunities for developing pupils' core basic skills.

Outcomes for individuals and groups of pupils

3

The legacy of under-achievement and inconsistent staffing has meant that attainment overall is broadly average, despite being on an upward trend. There remain some variations in how well pupils are challenged. Overall, pupils make satisfactory progress, with an increasing number making good progress. Analysis of groups shows that achievement does not significantly differ for those children who speak English as an additional language, who are from minority ethnic groups, or who are known to be eligible for free school meals. The school works hard to meet the needs of those pupils whose circumstances may make them vulnerable. Pupils with special educational needs/and or difficulties also achieve satisfactorily, but their individual targets do not sufficiently show them how to improve.

Most pupils now enjoy their learning; this is especially true of those pupils in the Early Years Foundation Stage in the outdoor learning environment. There has also been some sustained enjoyment in Year 6, where there are consistently high expectations and challenge. Well-planned sessions such as 'angle bingo' engage the full ability range of pupils. There has been an improvement in the extent to which pupils feel safe and in their behaviour, which is well-managed. In some year groups, the quality of learning and

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progress is more uneven because work is not always planned to match pupils' specific needs.

Pupils understand about being healthy and some take action to improve their health. There are more opportunities for extra-curricular activity for older pupils than younger ones, but all pupils learn to swim. Pupils are able to contribute to the school community by becoming monitors or by being elected onto the school council. The school consults with them regularly and values their opinions. Pupils' attendance has improved and is now in line with the national average. Pupils' spiritual, moral, social and cultural development is satisfactory. While the school provides a good moral code and ensures there are appropriate arrangements for pupils' social development, including in the Early Years Foundation Stage, there has been less emphasis on pupils' spiritual and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Inadequate teaching has been eradicated since the last monitoring visit in October 2010, and there is now some outstanding teaching, although this is not shared sufficiently with other staff. In the best lessons, learning intentions are precise, children understand the intended learning, and the activities which are planned are motivating and challenging for all pupils. Data show that progress had been greater in reading and mathematics than in writing, and so there has been a whole school focus on writing for a purpose. Pupil-

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progress meetings between class teachers and the headteacher help to identify gaps in learning and to target support. Pupils are beginning to evaluate their own learning. Teachers are becoming more skilled in assessing pupils' progress in lessons, but are not always confident in adapting their plans accordingly. Sometimes they take insufficient account of pupils' existing knowledge and starting points and what skills need to be acquired. Across the school, and because of more thorough marking and improved quality of feedback on their work, pupils are generally clearer about what they can do well and what they need to do to improve and meet their targets. This is with the exception of those pupils with targets set on an individual education plan for their special educational needs and/or disabilities.

The curriculum is satisfactory overall, but in some classes, insufficient thought has been given to the appropriateness of the tasks and activities. In others, practical ways of working are used to good effect to motivate pupils. The school provides a basic curriculum which meets statutory requirements. The school uses specialist teachers to enhance the quality of the curriculum, for example, in physical education and music. Some teachers are successfully delivering a more integrated approach but others do not make sufficient use of opportunities to reinforce pupils' core skills in all curriculum areas. There are positive links with a local secondary school for transition and for extra-curricular activities.

The school has maintained its strengths in care, guidance and support, which are good overall. Staff generally know pupils very well indeed. There are well-organised arrangements for the care of all pupils, including those whose circumstances may make them vulnerable. Transition arrangements at all levels are effective, particularly with those settling into and moving out of the school. The school has drastically improved attendance, providing incentives for exemplary attendees and supporting those whose attendance is irregular. The learning mentor's work with some pupils has resulted in significantly improved attitudes, confidence and relationships. The good provision in the breakfast club ensures that working parents are well supported and that pupils have a positive start to the day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There has been outstanding leadership from the headteacher, who has brought the school through a challenging period in its development. She is now supported by a relatively new, but enthusiastic, team who are ambitious for what the school and the pupils can achieve. Core subject leaders are beginning to become well-informed through taking much more of a role in monitoring planning and pupils' work. They have also begun to monitor teaching

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and learning. School improvement as a whole has been interrupted by instability in staffing, and changes in roles and responsibilities within the governing body. The new leadership and governance arrangements are at too early a stage to make a significant impact.

There has been effective monitoring and reflective practice; the school's self evaluation is accurate and supported by a rich evidence base. The headteacher has rigorously followed up any areas for improvement and held staff to account. As a result, the quality of teaching and pupils' progress has improved and the school exceeded its statutory targets for attainment and progress in Year 6. In Year 2, attainment has improved and is now in line with standards expected nationally. The governing body, whose effectiveness is satisfactory, has not planned sufficiently how they can assist practically with monitoring the progress against the priorities identified in the school development plan, but has become increasingly confident to challenge more in meetings. The school ensures it meets current requirements for safeguarding pupils and all training in this respect is up to date. There are particularly robust procedures for tracking and identifying concerns for the pupils whose circumstances may make them most vulnerable.

The school has continued to foster relationships with parents and carers by providing regular newsletters, curriculum information and consultation. Parents and carers appreciate this good level of communication. There is greater attendance at school assemblies, family days and special events. The school promotes equality of opportunity satisfactorily, ensuring pupils are fully included in its activities. However, the effectiveness of interventions and learning support is inconsistent in ensuring that the progress of all pupils is evenly matched. The school continues its satisfactory work on developing opportunities for community cohesion and making the most of the rich cultural diversity within the school and further afield. There are positive links with local schools and a recently formed partnership with a primary school in a contrasting village locality.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

The quality of the learning environment is rich and inspires children to initiate their own learning as well as take part in activities directed by adults in clearly defined areas. The provision in the 'Forest Schools' sessions is highly successful. Children thrive through being set and having to resolve challenges in the natural environment. Staff are caring and responsive to children's needs. Regular observations inform the assessment of children across the Early Years Foundation Stage, which helps to identify their next steps in learning. This is more refined in the Reception class, where there is mainly good teaching and the afternoon timetable allows for providing additional support for children where it is needed. In Nursery, putting children's next steps into practice is still developing because staff have not fully considered the potential learning in all of the activities, nor consistently ensured that children participate in all that is offered. Children are progressing well in their phonic awareness, which is taught in discrete groups. The leadership and management of the Early Years Foundation Stage are satisfactory, but developing well. Staff have developed positive relationships and close working with parents and carers. Effective transition arrangements and their input into their children's 'Learning Journeys' contribute well to this.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Only 34 parents and carers with children at the school responded to the Ofsted questionnaire, which is fewer than usual. The vast majority agreed or strongly agreed with the statements about the school and there was a high degree of satisfaction. There were a very few isolated comments querying the impact of staffing turbulence on teaching, pupils' progress, leadership and behaviour. Inspectors investigated these concerns and concluded that staffing turbulence had affected some children's learning and progress, but that the school had done all it could to address this. School records, in-depth discussion and evidence gathered during the inspection indicated that leadership is strengthening and that behaviour is improving and is now good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Shelton Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	47	16	47	2	6	0	0
The school keeps my child safe	17	50	15	44	2	6	0	0
My school informs me about my child's progress	13	38	18	53	3	9	0	0
My child is making enough progress at this school	14	41	17	50	3	9	0	0
The teaching is good at this school	14	41	18	53	2	6	0	0
The school helps me to support my child's learning	14	41	17	50	3	9	0	0
The school helps my child to have a healthy lifestyle	12	35	17	50	5	15	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	41	14	41	4	12	0	0
The school meets my child's particular needs	13	38	18	53	3	9	0	0
The school deals effectively with unacceptable behaviour	8	24	20	59	2	6	3	9
The school takes account of my suggestions and concerns	10	29	20	59	3	9	0	0
The school is led and managed effectively	15	44	15	44	2	6	2	6
Overall, I am happy with my child's experience at this school	17	50	15	44	0	0	2	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 July 2011

Dear Pupils

Inspection of John Shelton Community Primary School, Coventry, CV6 4JP

Thank you for the warm welcome you gave to me and my colleagues when we visited your school last week. It was lovely to speak with so many of you during your lessons, as we think your views are really important. I am delighted to see how your school has been improving over the past year or so. I am sure that it feels like a completely different place to be and that most of you are pleased now you are all doing better. Miss Jones has done an outstanding job over this really difficult time for the school. The good news is that your school no longer requires a notice to improve as it is now satisfactory.

These are the main things we noticed.

Attendance and behaviour at the school have improved.

Teaching and learning are better than they were before.

You are all making better progress in your learning.

Those of you in Year 2 and Year 6 in particular are achieving better levels of attainment.

The learning environment in the Nursery and Reception classes is attractive.

The wall displays at the top end of the school are fabulous.

You enjoy spending time in the 'Forest School'.

You tell us that you all feel safe.

In order to improve even further, I have asked the school to do the following things.

I have asked the leaders in the school to support Miss Jones as much as they can.

I have asked the governing body to keep a close eye on the school's development.

I have asked the teachers to make sure that pupils who need extra help are supported well.

I have asked the teachers to make sure you have a more exciting and inspiring curriculum.

You all can help by making sure you tell your teachers if work is too easy or hard. Also, make sure you understand your targets and what you must do to achieve them. I wish the school and each and every pupil every success in the future.

Yours sincerely

Jane Melbourne

Her Majesty's Inspector

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